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ABSTRACT

This report presents recommendations made by the Task Force on the Recruitment of Missouri's Future Teachers. The task force was established by the Missouri Coordinating Board for Higher Education (CBHE). Specific recommendations focus on the following issues: (1) collaboration on school/college issues by the State Board of Education and the CBHE; (2) entry-level academic achievement of Missouri's future teachers; (3) subject area knowledge of Missouri's future teachers; (4) student financial aid programs; (5) alternative entrance to the profession; and (6) enhanced research in teaching through Centers of Eminence in Teaching. Additional issues requiring further study were identified: salaries paid to teachers and conditions of work; content and structure of the curriculum required to become a certified teacher; length of the school year and contract period for teachers; and teacher shortages in certain geographical regions and selected disciplines. Appendixes include: "Entrance Requirements to Missouri's Teacher Education Programs"; "Profile of Missouri's Teachers and Teacher Education Programs in Missouri: Executive Summary"; and "Survey of Teacher Education in the State of Missouri: Executive Summary." (IAH)

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Report and Recommendations of the CBHE Task Force on the Recruitment of Missouri's Future Teachers

Meeting the Challenge: Recruiting Classroom Teachers for Missouri's Future

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Submitted to the
Missouri Coordinating Board
for Higher Education

December 1990

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Established by the Coordinating Board for Higher Education in April 1990 to explore issues related to Missouri's future teaching corps and to develop recommendations to strengthen and improve the quality and ability of students admitted to teacher preparation programs.

Foreword

In recent years few institutions and professions have been subjected to as much study and discussion as education and teaching. Some scholars, and many lay persons, attribute our country's ills in part to the ineffectiveness of America's educational system. At the outset of this report, however, the Task Force affirms teaching and teachers. We believe that teaching is a rewarding profession, one with special challenges and one uniquely difficult to practice. We also believe that as a state and nation our future is in the hands of our children, whose interests and talents are nurtured by classroom teachers. As a consequence, all citizens have a major interest and stake in the talents and abilities teachers bring to the classroom. Missouri's future teachers will have a profound impact on the values, aspirations, and levels of achievement of our youth.

When the Coordinating Board established the Task Force in April 1990, Board member David P. Macoubrie wrote: "The classroom teacher should be the brightest, best educated, most professional, most ethical and most respected person in society. Anything less is unacceptable." The Task Force has carefully weighed Mr. Macoubrie's statement and has considered some priority actions Missouri should undertake to achieve this worthwhile and noble goal. The recommendations contained in this report will not by themselves fulfill Mr. Macoubrie's charge, but they are a beginning.

I have enjoyed serving as the chairperson of the Coordinating Board's Task Force on the Recruitment of Missouri's Future Teachers. The members of this Task Force were committed, thoughtful, experienced, and knowledgeable about the issues and charge presented to them. I am indebted to each of them for their conscientious deliberations.

From the beginning it was evident that each Task Force member is proud of, and has confidence in, the talents and abilities of Missouri's classroom teachers. The challenges Missouri and the nation face, however, make it imperative that prospective teachers be among the best prepared and the most able students graduating from our colleges and universities.

During Task Force deliberations there were differences of perspectives at times; however, there was agreement that ways must be found to bring able teachers to Missouri's classrooms. I am confident that this report and its recommendations reflect our commitment to that noble objective.

Clarence C. Barksdale
St. Louis, Missouri
December 1990

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Preface

In April 1990, the Coordinating Board for Higher Education (CBHE) established a Task Force on the Recruitment of Missouri's Future Teachers. The purpose of the Task Force was to explore issues related to Missouri's future teaching corps and to develop recommendations to strengthen and improve the quality and ability of students admitted to Missouri's teacher preparation programs.

The Task Force reviewed a variety of data and materials provided by the CBHE staff and the Missouri Department of Elementary and Secondary Education (DESE). The Task Force initiated its own survey of teacher education programs at Missouri's public and independent colleges and universities to gain further insight into the strengths and weaknesses of Missouri's future teachers. Task Force members also visited personally with two recipients of Missouri's "Teacher of the Year" award.

The Task Force reviewed many issues and discussed advantages and disadvantages of different approaches, including their suitability and practicability for improving the quality of students recruited to Missouri's future teaching corps. Recommendations address the following issues:

- collaboration on school/college issues by the State Board of Education and the Coordinating Board for Higher Education;
- entry-level academic achievement of Missouri's future teachers;
- subject-area knowledge of Missouri's future teachers;
- student financial aid programs;
- alternative entrance to the profession; and
- enhanced research in teaching through Centers of Eminence in Teaching.

The Task Force on the Recruitment of Missouri's Future Teachers offers the following recommendations.

Recommendations Summary

Recommendation 1: Collaboration on School/College Issues by the State Board of Education and the Coordinating Board for Higher Education

In order to provide systematic and continued articulation of state-level educational policies and practices, the Coordinating Board for Higher Education and the State Board of Education should meet jointly at least once each year to discuss mutual interests and concerns, with particular attention to the following:

(a) a high school core curriculum;

(b) increasing the number of schools offering Advanced Placement Courses and the number of subjects in which Advanced Placement Courses are offered;

(c) the recruitment of historically underrepresented populations into higher education, particularly into the teaching profession;

(d) the requirements and related standards for becoming certified as a teacher in Missouri; and

(e) the coordination of statewide student assessment, including the transition from the senior year in high school to the freshman year in college.

Recommendation 2: Entry-level Academic Achievement of Missouri's Future Teachers

Beginning in 1992, students formally admitted to Missouri's teacher education programs must attain Enhanced ACT Composite or SAT scores that are at the 55th percentile or above, established for the year in which the examination was taken (currently an Enhanced ACT Composite score of 21 or higher). No more than five (5) percent of an institution's formal admis-

sions should utilize alternative admissions criteria. Beginning in 1994 the entry level should be raised to the 60th percentile established for the year in which the examination was taken (currently an Enhanced ACT Composite score of 22 or higher). No more than seven (7) percent of an institution's formal admissions should utilize alternative admissions criteria.

Recommendation 3: Subject-area Knowledge of Missouri's Future Teachers

The Department of Elementary and Secondary Education should set a minimum score for the NTE exit assessment that is sufficiently high to assure that Missouri's prospective teachers are competent in their fields of certification. At the secondary level, prospective teachers should attain a level of performance in their content field comparable to well-prepared arts and sciences majors in the same field.

Recommendation 4: Minority Scholarship Program

The state of Missouri should fully fund the Minority Scholarship Program, and increase the number of its scholarships in order to recruit more students from historically underrepresented populations to careers in teaching.

Recommendation 5: Additional Incentive Program

The state of Missouri should develop and fully fund an additional teacher incentive program which would provide an automatic student scholarship/loan of $3,000 per year for a maximum of three years for students who attain an Enhanced ACT Composite score of 25 or higher, maintain a college GPA of 3.0, and are formally admitted into a teacher education program. Repayment would be forgiven in one-third increments for each year the recipient teaches in a public or private elementary or secondary school in Missouri.

Recommendation 6: "Teach for Missouri" Program

The state of Missouri should develop a "Teach for Missouri" program modeled on "Teach for America," designed to attract a select group of bright, recent, college graduates into a Missouri Teaching Corps.

Recommendation 7: Alternative Entrance to the Profession

The Missouri State Board of Education should study and explore various options, refinements, and incentives for further facilitating and implementing the existing Alternative Certification program at the secondary teaching level, as well as searching out additional avenues to Alternative Certification at both the elementary and secondary teaching levels.

Recommendation 8: Centers of Eminence for Improving Future Teaching

Missouri should establish and fund Centers of Eminence in Teaching, to study and research improvements in teaching around such themes as:

(a) the application of technology and telecommunications in classroom teaching;

(b) teaching in urban and inner city settings;

(c) school restructuring;

(d) effective school/college coalitions and related programs; and

(e) outcomes based education accountability.

Proposals for Centers of Eminence should be made to the CBHE, and the state's share of the operating funds should be awarded competitively by the CBHE.

The Task Force considered other matters of importance which require further study and include:

(a) salaries paid to teachers and conditions of work;

(b) the content and structure of the curriculum required to become a certified teacher;

(c) the length of the school year and contract period for teachers; and

(d) teacher shortages in certain geographical regions and selected disciplines.

The Task Force believes that no issue is more important to the future well-being of Missouri than the quality and preparation of the classroom teachers who will educate the next generation for the challenges of this decade and those of the century beyond.

CBHE Task Force on the Recruitment
of Missouri's Future Teachers

I. Introduction

The CBS special report of September 6, 1990 -- *The Crisis in American Education* -- included themes and issues reviewed and discussed by the CBHE Task Force on the Recruitment of Missouri's Future Teachers. As noted in a report prepared for the Task Force, titled *Profile of Missouri Teachers and Teacher Education Programs*:

> *America's future, in ways it never has been before, is dependent upon the education of its people. Only recently, however, has the public begun to realize and appreciate the crucial role the classroom teacher has in shaping America's future -- a future dependent upon a well-educated citizenry. America's future will, indeed, be shaped by how well classroom teachers succeed in conveying the knowledge and nurturing the interests the nation's school children will need for tomorrow's world; a world much more challenging and much more interrelated than it was yesterday and even today. Securing Missouri's and the nation's future, therefore, is intimately related to the conditions existing in the classroom -- and particularly the condition of the teaching corps.*

In April of this year the Coordinating Board for Higher Education established the Task Force on the Recruitment of Missouri's Future Teachers to review, within a statewide context, issues related to the recruitment of Missouri's prospective teachers. Specifically, the Task Force was directed to address the following questions.

1. What is the current profile of students choosing to enter the teaching profession in Missouri?

2. Are Missouri's needs for teachers across all academic areas being met?

3. What types of quality controls and recruitment programs currently exist to ensure that Missouri is attracting and training the best and brightest teachers for the profession?

4. What changes should occur concerning quality controls and recruitment programs to ensure that Missouri has a teacher corps prepared for the challenges of the 21st Century?

5. To what extent are high-ability prospective teachers leaving during preservice or after they enter the profession?

... Missouri must work toward recruiting the best students it can for its future teacher corps.

6. What successful recruitment strategies exist in other states?

The Task Force has reviewed much background material and discussed many issues related to the questions posed by the Coordinating Board. In addition, the Task Force surveyed Missouri's public and independent four-year colleges and universities with approved teacher education programs. The results provide a descriptive overview of teacher education students and programs, including information on enrollment trends, student characteristics, admissions requirements, achievement levels, and the employment status of recent teacher education graduates. The findings from this survey are contained in a separate report, *Survey of Teacher Education in the State of Missouri: Findings*.

The Task Force met with two recipients of the Missouri "Teacher of the Year" award: Ms. Molly Hankins, Missouri's Teacher of the Year for 1989-90; and Mr. Dennis Preis, Teacher of Year for 1985-86. Ms. Hankins is a social studies and gifted-education teacher at Palmer Junior High School in Independence. Mr. Preis, currently a school administrator, was an advanced mathematics and computer science teacher at Parkway South High School located in St. Louis County at the time of his selection as a "Teacher of the Year." Ms. Sharon Strating, Missouri's 1990-91 "Teacher of the Year" was unable to address the Task Force personally but wrote a letter concerning the challenges confronting Missouri's teachers.

Deliberations leading to Task Force recommendations included the following issues.

1. The high school curriculum taken by potential teachers.

2. The effect of Advanced Placement courses on the overall performance of high school students and teachers.

3. Achievement levels of prospective teachers compared with all students on measures such as the ACT college entrance examination.

4. Need for new teachers in critical subject areas.

5. Efficacy of alternative certification programs.

6. Participation of historically underrepresented populations in the teaching profession (e.g., minority students and males).

7. Standards for formal admission to teacher education.

8. Student financial aid and other incentives for attracting students to the teaching profession.

9. Accountability of programs of study leading to teacher certification, including the evaluation of new teachers through their first full year of employment.

10. Increasing the prestige of the teaching profession.

All students, including those pursuing teaching as a career, perform better academically when they have taken a broad and deep core curriculum in high school.

Missouri can take pride in most of its classroom teachers. The Task Force members hold in high esteem the typical classroom teacher and have confidence in the majority of talented people who now teach Missouri's youth. The Task Force recognizes that teachers are special people and that teaching is an important, challenging, and significant profession. The Task Force also believes that Missouri must work toward recruiting the best students it can for its future teacher corps. The challenges to be faced by Missouri and the nation in providing the youth of today and tomorrow with the skills they will need to succeed make it imperative that future teachers be excellent students academically and be well-prepared for their profession.

As a consequence, the CBHE Task Force on Recruiting Missouri's Future Teachers submits the following recommendations and explanations to the Coordinating Board for Higher Education for its consideration.

II. Task Force Recommendations and Explanations

1. Collaboration on School/College Issues by the State Board of Education and the Coordinating Board for Higher Education

The Task Force quickly perceived that many issues it deliberated fall into the jurisdictions of both the CBHE and the State Board of Education. College admissions guidelines, which are within the statutory purview of the Coordinating Board, and the impact of these different admissions policies on secondary schools and high school graduation requirements which fall under the jurisdiction of the State Board of Education are examples of overlap.

Mutual interests exist in the matter of the relationship between the content of the high school curriculum and student performance in college. Data show that all students, including those pursuing teaching as a career, perform better academically when they have taken a broad and deep core curriculum in high school, e.g., four years of English, three years of mathematics, three years of social studies, and three years of natural sciences.

Emerging evidence suggests that Advanced Placement courses in high schools are advantageous to the future success of those who take them. In states where a large proportion of high schools offer Advanced Placement courses, colleges and universities graduate proportionately more students at the baccalaureate level in fields judged to be critical to the future (mathematics, natural sciences, engineering, etc.).

Designing policies, strategies, and programs to increase the participation by Missouri's historically underrepresented populations in higher education is a task which needs to be addressed jointly by both Boards. The increasing minority population in Missouri, coupled with its historically low high school graduation and college enrollment patterns, leads to this conclusion: more persons from these groups must be educated

if the state is to have the skilled workforce necessary to compete with other states and nations. The challenge calls for a collaborative effort of Missouri's elementary/secondary and higher education systems.

The colleges and universities which prepare most aspiring teachers for certification are under the purview of the CBHE. Standards for teacher certification are established, however, by the State Board of Education, and those college graduates certificated to teach will, for the most part, teach in a Missouri school district. Issues in this area can best be addressed jointly among members of the CBHE and State Board of Education.

Many issues related to teacher education can best be addressed jointly by the Coordinating Board and the State Board of Education.

Recommendation 1:

In order to provide systematic and continued articulation of state-level educational policies and practices, the Coordinating Board for Higher Education and the State Board of Education should meet jointly at least once each year to discuss mutual interests and concerns, with particular attention to the following:

(a) a high school core curriculum;

(b) increasing the number of schools offering Advanced Placement courses and the number of subjects in which Advanced Placement courses are offered;

(c) the recruitment of historically underrepresented populations into higher education, particularly into the teaching profession;

(d) the requirements and related standards for becoming certificated as a teacher in Missouri; and

(e) the coordination of statewide student assessment, including the transition from the senior year in high school to the freshman year in college.

2. Entry-level Academic Achievement of Missouri's Future Teachers

ACT Test

At present all students formally admitted to teacher education programs must: 1) score at a minimum qualifying level on College Basic Academic Subjects Examinations (C-BASE), a criterion referenced test; 2) achieve a minimum grade point average of 2.5; and 3) meet basic competency requirements as determined by a norm-referenced test. Basic competency requires either an 18 composite score on the ACT or an 800 score on the SAT (combined verbal and quantitative). As an alternative to the ACT or SAT requirement on an exception basis, students may qualify for admission through an alternative route established by each institution and approved by the Department of Elementary and Secondary Education. In such cases, competency is to be demonstrated through achievement (1) in appropriate college courses and (2) on a national norm-referenced test administered by the institution.

The nationally normed ACT is an important element in screening applicants for Missouri collegiate teacher education programs. Replacement of the ACT by the Enhanced ACT in October 1989 has led to a shift in the relation between score level and the percentile ranking of high school students who take the test. On the new "Enhanced ACT," a person receiving a composite score of 18 would be in the 33rd percentile. On the old ACT, a composite score of 18 would rank in the 46th percentile.

If Missouri's future teachers are to be better students, evidence is needed to show that prospective students aspiring to become teachers are truly above average academically. Future teachers need to be strong students and to demonstrate a high level of achievement. To provide Missouri's schools with teachers who are above average students academically, Missouri needs to set its expectations for its future teachers higher than average.

C-BASE

Although Missouri has introduced the C-BASE examination as an entrance requirement, the Task Force believes that the C-BASE test alone is not sufficient as an entrance examination and that the ACT/SAT entrance requirement must be maintained. (See Appendix A for discussion of differences between ACT and C-BASE.)

Missouri needs to set its expectations for its future teachers higher than average.

Alternative Admission Mechanism

When Missouri established an ACT Composite score of 18 as a criterion for formal admission to teacher education, the state also provided an alternative admissions mechanism (not to be confused with the alternative certification mechanism for entrance into the profession) in exceptional cases for students who do not meet the ACT/SAT requirement but who nonetheless show promise as potential teachers. This mechanism has given many students the opportunity to be formally admitted to teacher education programs who would otherwise have been denied admission. There is evidence, however, that the alternative method is being overutilized. The Task Force is concerned that underprepared students may be entering teacher education programs through the alternative mechanism.

Data from Missouri's Student Achievement Study show that public four-year institutions with approved teacher education programs have relatively large numbers of students recorded on their institutional student record files as education majors in the lower division (freshman and sophomore years) who do not meet the present criterion of an ACT Composite score of 18. The Task Force is concerned that some institutions may be permitting students to enroll in education program classes who thus cannot meet the formal admissions criteria for teacher education. The Task Force is also concerned that some schools may be permitting such students to enroll in professional education courses for purposes of admitting them later, on the basis of an approved alternative admissions criterion.

Findings from the Task Force survey of teacher education programs show that nearly one-third of the students at one institution and over one-fifth of the students at another are being admitted via an alternative admissions criterion, i.e.,

By 1994 all new teachers will rank at the 60th percentile or above...

demonstrating minimal competency other than via the requirement of a minimal ACT or SAT test score. The Task Force believes these proportions are much too high. The Task Force recognizes the importance of Missouri maintaining a diverse teaching corps but is equally concerned that future teachers must demonstrate adequate abilities and preparation. The Task Force believes that it is essential that the necessary resources be found and made available to students who fail to meet minimum academic standards, to help them achieve the existing standards, rather than to relax standards for those who cannot meet them. Alternative admissions may be appropriate in a few instances; but they should be limited.

Recommendation 2:

Beginning in 1992, students formally admitted to Missouri's teacher education programs must attain Enhanced ACT Composite or SAT scores that are at the 55th percentile or above established for the year in which the examination was taken (currently an Enhanced ACT Composite score of 21 or higher). No more than five (5) percent of an institution's formal admissions should utilize alternative admissions criteria. Beginning in 1994 the entry level should be raised to the 60th percentile established for the year in which the examination was taken (currently an Enhanced ACT Composite score of 22 or higher). No more than seven (7) percent of an institution's formal admissions should utilize alternative admissions criteria.

3. Subject-area Knowledge of Missouri's Future Teachers

In addition to demonstrating minimum competency on the ACT or SAT and on the C-BASE before gaining entrance to teacher education programs, preservice teachers also must meet certain exit requirements in order to be recommended for teacher certification. They must have a minimum cumulative grade point average of 2.5 on a 4.0 grading scale, have completed a satisfactory student teaching experience, passed an interview assessment, and, beginning in 1991, have achieved a qualifying score on the National Teachers Examinations (NTE). These exit requirements are similar to those imple-

mented in other states as components of recent educational reform legislation.

The NTE is a 100-150 item, multiple choice test designed to assess the preservice teacher's understanding of the content and methods applicable to the subject area for which certification is requested. Responsibility for establishing a qualifying score on the NTE is assigned by statute to the Department of Elementary and Secondary Education (DESE) with the advice of the Missouri Advisory Council of Certification for Educators (MACCE).

Prospective teachers need to show evidence of performing well in their content field.

The Task Force discussed problems associated with spot shortages in certain geographical regions and selected disciplines and determined that these were topics that deserved further study. There was, however, general agreement that quality assurance of both content and methods applicable to the subject area for which certification is requested is an issue which is clear and should always be of primary concern. The Task Force believes that a sufficiently high cut-off score must be set for the NTE which will assure Missouri citizens that all students graduating from teacher education programs have demonstrated a sufficiently high level of knowledge in their area of certification. In addition, high qualifying scores will encourage Missouri's colleges and universities to maintain a level of program excellence that will assure the teaching success of graduates of their programs.

Recommendation 3:

The Department of Elementary and Secondary Education should set a minimum score for the NTE exit assessment that is sufficiently high to assure that Missouri's prospective teachers are competent in their certification fields. At the secondary level, prospective teachers should attain a level of performance in their content field comparable to well-prepared arts and sciences majors in the same field.

4. & 5. Student Financial Aid

The Paul Douglas Teacher Scholarship, which is federally funded, provides $5,000 per year to eligible students, renew-

able for up to three years. Recipients must commit to teach in a public or private elementary or secondary school for two years for each year that the award is received. Missouri currently does not participate in this program, but the opportunity to do so is being explored.

At present, various states also have initiated scholarship/loan programs as the primary incentive used to recruit talented students to teacher education programs. They range from $1,000 (Indiana) to $30,000 (New Jersey). Students receiving such state incentives commit to teach for a specified length of time in certain geographic areas or in subject areas of critical need. If the student defaults on this commitment, the scholarship reverts to a loan. Two scholarship/incentive programs are available in Missouri.

The Missouri Teacher Education Scholarship (MTES) is a one-time award of $2,000 -- one-half of which is given by the state and one-half by the student's college or university. Students who receive the scholarship must commit to teach in the public schools in Missouri for five years, after which the state's portion of the award will be forgiven. Institutions generally have no requirements attached to their half of the scholarships. To be eligible for this award students must score at the 85th percentile on a nationally-normed test **or** be in the upper 15 percent of their high school graduating class.

The Minority Scholarship Program is a $3,000 scholarship renewable for three years, two-thirds of which is awarded by the state. The scholarship requires the recipient to teach in a Missouri public school for five years, with one-fifth of the state's portion of the award forgiven for each year the student teaches in Missouri. This program is limited to 100 minority students per academic year. While this program has been signed into law by Governor Ashcroft, guidelines for administering it are not yet available and funding is contingent on Fiscal Year 1992 appropriations.

The Task Force recommends a complementary third incentive program directed to high achieving college students who have been formally admitted to teacher education. It would provide automatic financial assistance for a maximum of three years to those whose academic performance suggests the high quality of

scholarship Missouri wants in its teachers. To the extent that such a program could be funded, Missouri's citizens will increase the likelihood that academically able teachers will be in tomorrow's classrooms. This incentive program would be structured as a scholarship/loan program with the expectation that students would commit to teach in Missouri for a minimum of three years.

Recommendation 4:

The state of Missouri should fully fund the Minority Scholarship Program, and increase the number of its scholarships in order to recruit more students from historically underrepresented populations to careers in teaching.

Recommendation 5:

The state of Missouri should develop and fully fund an additional teacher incentive program which would provide an automatic student scholarship/loan of $3,000 per year for a maximum of three years for students who attain an Enhanced ACT Composite score of 25 or higher, maintain a college GPA of 3.0, and are formally admitted into a teacher education program. Repayment would be forgiven in one-third increments for each year the recipient teaches in a public or private elementary or secondary school in Missouri.

A "Teach for Missouri" program should be designed to attract a select group of bright, recent college graduates into a Missouri Teaching Corps.

6. "Teach for Missouri" Program

An innovative and promising national program for recruiting future teachers is "Teach for America." Sometimes described as a "domestic Peace Corps," recent college graduates are able to teach in certain school districts across the nation, following a short intensive training program. This alternative route to teaching is available to highly qualified liberal arts students who compete on a national basis. Missouri's current policies and practices prevent placement of "Teach for America" graduates in our state. Yet, such a program would be immediately helpful and might also attract to the teaching profession talented students who (a) might then decide to embrace teaching as a lifetime profession and (b) have background useful in

preparing them to teach subjects in short supply (e.g. mathematics, natural sciences, foreign languages, etc.).

Alternative Certification has much merit for attracting additional teachers at both the elementary and secondary levels.

At least one state (Mississippi) has utilized the concept of attracting new college graduates who had not chosen teaching as a career into a state teaching corps by initiating a program similar to "Teach for America," i.e., Mississippi Teacher Corps Program. The Mississippi program, which draws recent graduates from the top colleges and universities throughout the nation, requires students to take intensive training for nine weeks during the summer. They receive free room and board during a period of summer training, after which they receive full certification as Mississippi teachers and are obligated to teach for one year.

Recommendation 6:

The state of Missouri should develop a "Teach for Missouri" program modeled on "Teach for America," designed to attract a select group of bright, recent, college graduates into a Missouri Teaching Corps.

7. Entrance to the Profession

Alternative Certification (not to be confused with alternative admissions to teacher education programs), or nontraditional entrance, into the teaching profession is available in Missouri through Alternative Certification policies and practices established by the Department of Elementary and Secondary Education.

Under Missouri's current procedures, the candidate for Alternative Certification at the secondary level must have a liberal arts or other baccalaureate degree and five years experience in the proposed teaching field. After an evaluation of the college transcript and a structured interview, the candidate enters into a four-part contract with the school district, the college, and DESE and completes courses in adolescent development, psychology of learning, and teaching methodology in the content area. These courses must be completed prior to provisional certification and employment. Within a two-year provisional certification period, the candidate must complete

an additional eight to nine semester hours of professional education coursework and take the exit test required of regular candidates for teaching certificates. Presently, Alternative Certification in Missouri is not available at the elementary education level. To date only eight (8) of thirty-four (34) institutions with teacher education programs have approved Alternative Certification programs.

The Task Force is concerned that so few institutions have elected to participate in offering Alternative Certification programs. The Task Force believes that Alternative Certification has much merit for attracting additional teachers at both the elementary and secondary levels and that it can be helpful in recruiting college graduates who may be contemplating career changes, including those who have retired. The success of analogous programs in other professional fields, such as the Fast Start program for nurses, suggests that Alternative Certification may have much promise for adding qualified persons to the teaching profession.

The number of institutions offering Alternative Certification programs under the current policies and procedures should be increased. In addition, the Task Force believes it is important as well to explore additional means for providing alternative certification as an option to professionals interested in a career change.

Recommendation 7:

The Missouri State Board of Education should study and explore various options, refinements, and incentives for further facilitating and implementing the existing Alternative Certification program at the secondary teaching level, as well as searching out additional avenues to Alternative Certification at both the elementary and secondary teaching levels.

8. Centers of Eminence for Improving Future Teaching

The education of future teachers requires continuing research and updating of resources and methodologies. The Task Force believes that Missouri teachers and students must have access

to current educational thought and technological developments, especially in areas related to telecommunications, urban education, at-risk youth, models of good teaching, and school restructuring.

Centers of Eminence in Teaching would place teacher education on the cutting edge.

The Task Force recommends that Missouri commit to the establishment of Centers of Eminence in Teaching to place teacher education on the cutting edge, both in research and the implementation of developmental programs designed to fundamentally improve the education of its youth. Such a policy will assist in (a) attracting high quality faculty to teacher education programs; (b) providing Missouri's future teachers with current research and effective teaching practices; and (c) improving education through the expansion of knowledge related to improved teaching practices and resources.

While the Task Force did not estimate the cost associated with establishing such Centers, it agrees that the cost of each would vary according to its mission or theme. The Task Force also expressed the opinion that such Centers should be established following a competitive proposal process conducted by the Coordinating Board for Higher Education and that funding for the Centers be provided not only by state general revenue but also by contributions from business, industry, and foundations.

Recommendation 8:

Missouri should establish and fund Centers of Eminence in Teaching to study and research improvements in teaching around such themes as:

(a) the application of technology and telecommunications in classroom teaching;

(b) teaching in urban and inner city settings;

(c) school restructuring;

(d) effective school/college coalitions and related programs; and

(e) outcomes based education accountability.

III. Postscript

The Task Force has sought to ensure that its recommendations enhance Missouri's ability to recruit high quality teachers. The Task Force genuinely believes that its eight (8) recommendations will increase the number of Missouri's future teachers, increase the prestige of the profession, improve the professional self-image of future teachers, and assist in attracting more teachers from historically underrepresented populations.

Issues Requiring Further Study

Other issues of importance were discussed by the Task Force, but were determined to be beyond its charge at this time. They do, however, bear upon processes of recruitment and of the quality of teacher education programs; and do, therefore, require further study. They include the following.

1. Salaries paid to teachers and conditions of work.

The importance of teacher salaries in recruiting future teachers cannot be ignored. The salary paid to individuals in a profession relates directly to prestige issues as well as decisions to remain in a profession. The Task Force believes that salaries paid to teachers should be increased.

Among the salary-related issues discussed was the starting salary for Missouri's teachers -- $18,000. This salary is determined on the basis of a nine (9) month contract and might be construed to equate to a 12 month salary of $24,000. Teaching, however, is not a nine-month job, and many teachers use summers to prepare for courses and to stay current in their discipline. The Task Force tended to view an $18,000 starting salary as a figure which, while widely perceived as low, is somewhat competitive with beginning salaries of other recent college graduates in many fields. The fact that teachers' salaries do not increase over time as much as those of other practicing professionals, however, was considered a major obstacle deterring persons from both entering and remaining in the profession.

Other factors affecting working conditions include the need for greater autonomy for teachers, their need to be treated as professionals, and the requirement that teachers perform multiple roles, including specialized support for needy students.

2. The content and structure of the curriculum required to become a certificated teacher.

The Task Force agreed that the rigor of the teacher education curriculum necessary for students to become teachers needs to be strengthened. A number of methods for doing so were discussed, such as: (a) a strong arts and sciences core in college, with fewer professional education courses; (b) requiring a degree in the content area in which the teacher is certificated to teach (the double major issue); (c) eliminating teacher education as a major; (d) more rigorous grading by teacher education faculties; (e) practice teaching experiences earlier in the teacher education program; (f) strengthening first-year experiences; and (g) fifth-year programs.

3. Length of the school year and contract period for teachers.

The issue of a 12 month calendar for school has been the subject of several debates, including the number of days in the year classes are scheduled in Missouri compared to other states and nations and whether or not time-on-task relates to student learning. This debate, and its various dimensions, was considered an important one. For example, the Task Force discussed how other working professionals (physicians, lawyers, dentists, etc.) work 12 months during the year. The Task Force discussed how a professional's work schedule relates to the individual's identification with his or her profession and the prestige assigned to the profession by others. Unfortunately, teachers are viewed by many as being affiliated with their profession for only part of the year, an invidious comparison to other socially significant professions. The financial impact of changing school calendars for both students and teachers, as well as ways that the extra time could be used, were considered too complex for recommendations to be made without further study.

4. Teacher shortages in certain geographical regions and selected disciplines.

The Task Force discussed the potential of teacher shortages in certain geographical regions of Missouri, as well as anticipated shortages in some disciplines. Some rural areas tend to have difficulty attracting teachers. In preparing for the challenges of the 21st Century, Missouri will need more teachers in critical areas such as science, mathematics, special education, and foreign languages. The Task Force did not have sufficient supply/demand data, however, to draw conclusions or make recommendations about this topic.

Appendix A

Entrance Requirements To Missouri's Teacher Education Programs

Students interested in becoming certificated as Missouri teachers must meet entrance requirements for admission to teacher education programs established by law or administrative rule. A summary of these entrance requirements follows.

Entrance Requirements

All students who are formally admitted into state approved teacher education programs must achieve the following.

a. A qualifying score of 18 (composite) on the American College Test (ACT) or 800 (composite) on the Scholastic Aptitude Test (SAT) OR an approved alternative that verifies basic competency through achievement in appropriate college courses and on a nationally, norm-referenced achievement test administered by the institution.

b. A minimum score of 235 on each of the College Basic Academic Subjects Examinations (C-BASE). C-BASE is a test of general education that assesses knowledge and skills in English, writing, mathematics, science, and social studies. The test also measures interpretive reasoning, strategic reasoning, and adaptive reasoning skills. According to the authors, achievement in these subjects and skills is usually gained during the first two years of college.

c. An overall college grade point average of 2.5 on a four point scale.

Changes in the ACT

In 1989-90 ACT changed its test to include questions dealing with more advanced mathematics, new measures of writing ability, and a revised reading test that evaluates reasoning skills. As of fall 1989, all students began taking the Enhanced ACT and began receiving an Enhanced ACT Composite score.

The Enhanced ACT is scaled differently than the old ACT. Consequently, the same composite score results in a different percentile ranking depending on which test score is being reported, i.e., a Composite score of 18 on the old ACT does not mean the same as a Composite score of 18 on the Enhanced ACT. For example, a spring 1989 Missouri ACT tested high school senior receiving a composite score of 18 on the old ACT would have ranked at the 46th percentile of all ACT tested seniors. An Enhanced ACT Composite score of 18

for the spring 1990 ACT tested Missouri high school seniors placed these students in the 33rd percentile. While the two scores are the same, 18, they are for different tests and describe students with totally different levels of attainment. If the cut-off score remains at 18 for the Enhanced ACT, the required percentile rank to be achieved by those students being formally admitted to teacher education in Missouri will, in effect, be lowered from the current standard of the 46th percentile to the 33rd percentile.

In order to facilitate equating scores from the old ACT with the new Enhanced test scores, ACT developed concordance tables between the old ACT and the new Enhanced ACT. According to these tables, a composite score of 18 on the old ACT is functionally equivalent (i.e., yields approximately the same percentile rank) to a composite score of 20 on the Enhanced ACT.

Differences between ACT and C-BASE

ACT is a national norm-referenced test that establishes percentile ranks based on student performance relative to other students who have taken the same test. ACT is designed to predict student academic success during the first year in college. As a nationally norm-referenced test, ACT provides for normative comparisons between prospective teacher education candidates and students from other fields and enables Missouri to compare student preparation relative to other reference groups locally, regionally, and nationally.

C-BASE is a criterion-referenced test in which student performance is assessed relative to a predetermined definition of mastery in specific subject areas. Performance is assessed relative to achieving a specified level and is not assessed relative to other students' scores. Students achieve a score reflecting their achievement of mastery but do not receive a percentile rank. C-BASE is used as an achievement test for students who have successfully completed two years of college. Based on establishing an appropriate cut-off score, C-BASE can be used as a diagnostic tool for those students who score below an acceptable level.

Appendix B

Profile of Missouri Teachers and Teacher Education Programs

Executive Summary

The *Profile of Missouri Teachers and Teacher Education Programs* was prepared to provide background information on issues related to Missouri's future teachers for the Coordinating Board for Higher Education's Task Force on the Recruitment of Missouri's Future Teachers. The report provides a description of Missouri's system of elementary and secondary education, where most Missouri future teachers received their formative education, and the system to which they will return as classroom teachers of Missouri's youth.

The data contained in the report demonstrate the limited depth and breadth of understanding Missouri has about its future teachers as so little data are available about them. The data which are available, and are presented in the report, describe what is known about the preparation, participation, persistence and educational outcomes of Missouri's future teachers and its programs that prepare them to become teachers.

The report was prepared as background information for the deliberations of the Board's Task Force on the Recruitment of Missouri's Future Teachers. It was prepared also to be useful and informative to those with an interest in the future of Missouri and its prospective classroom teachers -- the teachers who will prepare the youth of Missouri to meet the challenges of the remainder of this century and those of the 21st Century.

The data and information contained in the report include the following.

1. Only six percent of Missouri's high school sophomores who took the P-ACT in 1989-90 aspired to a career in education.

2. Of the high school seniors who took the ACT in 1988-89, nine percent indicated they had aspirations for a career in education.

3. Of the ACT tested students graduating from Missouri's high schools in the spring of 1989, and enrolling as freshmen in a public two- or four-year college or university in fall 1989, those intending to major in education averaged an ACT Composite Score of 18.5, which compares to a statewide ACT Composite Score average across all intended majors of 19.4.

4. Nearly 44 percent of Missouri's 1989 high school graduates took a core high school curriculum while only 35 percent of those students intending to major in education did so. (A core is defined as four years of English, three of mathematics, three of social studies, and three of natural sciences. -- A College Preparatory Curriculum, as defined by the American College Testing Corporation.)

5. Spring 1989 high school graduates indicating aspirations to teach in several selected fields averaged ACT Composite Scores below the current admissions requirement of an 18.0 ACT score. These fields include: art education, 16.7; elementary education, 17.4; home economics education, 15.3; industrial arts and vocational education, 14.8; and physical education, 15.0.

6. ACT subscale scores for those spring 1989 ACT tested high school graduates who expressed an interest in a future in education were lower than their fellow seniors in each area (i.e., English, mathematics, social studies, and natural science).

Appendix C

Survey of Teacher Education in the State of Missouri

Executive Summary

To inform its discussions, the Task Force initiated a survey of teacher education in Missouri which was sent to the 34 colleges and universities (12 public, 22 independent) having approved teacher education programs. The survey was completed by all 12 public institutions and 21 of the independent colleges and universities. The following is a summary of the quantitative and qualitative findings from the completed surveys.

Findings: Quantitative Data

1. There were 1,063 more students admitted to teacher education programs in 1989 than in 1985 which represents nearly a 40 percent increase in new admissions to teacher education programs (from 2,661 in 1985 to 3,724 in 1989).

2. Almost 12 percent of the students were formally admitted to teacher education programs on the basis of alternative admissions criteria (i.e., the students were admitted without having attained at least minimum ACT or SAT scores). The number of students reported as being formally admitted on the basis of alternative admissions criteria in 1989-90 ranged from no students at some institutions to almost 32 percent at the University of Missouri - Kansas City and 21 percent at the University of Missouri - St. Louis.

3. The majority of institutions report having established higher requirements for admission to their teacher education programs than required by the Department of Elementary and Secondary Education (DESE). Several public institutions reporting higher admissions requirements than those specified by DESE, however, report doing so on the basis of requiring an Enhanced ACT Composite score of 20. According to ACT, an Enhanced Composite score of 20 on the ACT is comparable to a score of 18 on the old version of the ACT. Such a change does not, therefore, represent a higher admissions requirement.

4. Institutions are shifting toward admitting students to teacher education programs in their junior year rather than in their sophomore year.

5. The ability level of students admitted to teacher education programs (as measured by ACT Composite scores) is increasing, particularly in the number of students with ACT scores in the 18-25 test score interval. Fewer students are being admitted with ACT scores of 1 - 17 in 1989 compared to 1985 admissions, although these exceptions remain significant at some institutions.

6. Most of the students admitted to teacher education programs are 24 years of age or younger, however, slightly more than 27 percent of the students are over age 25.

7. The majority (over 80 percent) of those pursuing teacher education degrees study full-time.

8. There has been a 26 percent decline in the number of African-American students admitted to teacher education programs in the last five years (from 146 in 1985 to 108 in 1989).

9. The number of students completing their programs and being recommended for certification has increased by nearly 33 percent in the last five years (from 2,467 in 1985-86 to 3,269 in 1989-90).

10. Since 1985, the number of African-American students being recommended for certification has declined by 1.4 percent in the public sector and has increased from 8 to 16 students in the independent sector. For the state as a whole, only 7 more African-Americans were graduated and were recommended for certification in 1989-90 (84) than in 1985-86 (77).

11. Of the students formally admitted to teacher education programs in 1985, 87 percent had completed their programs and were recommended for certification by spring 1990. Almost 13 percent withdrew from teacher education programs by 1990.

12. Of the 1985 admissions who graduated and were recommended for their first certification as teachers by 1989 (2,377), and for whom employment data were reported (1,500), over 57 percent are teaching full-time, almost 10 percent are employed in education related occupations, nearly 4 percent are pursuing full-time graduate study, and less than 6 percent are reported as being unemployed.

13. The average ACT Composite score of those students completing their programs has shown a slight but steady increase from 20.4 in 1985 to 21.8 in 1989 (based on the old ACT, not the new Enhanced ACT in use effective October 1989).

14. In 1989-90, there were 220 students recommended for certification in social studies, 198 in English, and only 142 in mathematics, 114 in science, and 53 in foreign languages. These numbers are small compared to the 1,528 students recommended for certification in elementary education.

15. Most (94 percent) of the teacher education faculty are Caucasian; slightly less than four percent are African-American.

16. Less than one-fourth of the institutions with teacher education programs have been administering the National Teacher Examinations (NTE).

Findings: Qualitative Data

Some institutions provided extensive information in response to the qualitative data related questions concerning remedial programs, methods of attracting high quality and minority students, follow-up of graduates, and solutions for attracting the brightest students. Other institutions provided only brief descriptions. Major generalizations that could be drawn from an analysis of this descriptive material include the following.

Academic Support Programs

The majority of institutions (76 percent) provide some academic support programming. Most institutions, however, rely on existing structures, such as writing and mathematics laboratories and remediation programs. Other academic support programs include: individual counseling; tutorials; and specific courses targeted to address deficiencies in student performance on the ACT and C-BASE examinations.

Actions to Attract High Ability Students

No formal programs to attract high ability students into teacher preparation programs were reported at 33 percent of the institutions. Institutions with programs reported the following: expansion of the number of scholarships offered to students; programs targeted at high school students and school personnel; utilization of community and educational leaders in identifying bright students as prospective candidates for the teaching profession; changes in entrance requirements and curriculum changes; promotional programs (including print and broadcast media) targeted at community college students; and on-campus promotional activities.

Follow-up of Program Graduates

All institutions except one reported being involved in systematic follow-up of their graduates on a variable schedule (e.g., one-year, three-year, or five-year follow-up). Fewer institutions (less than half) reported formal follow-up with employers of their graduates (i.e., principals and/or superintendents). A number of institutions reported conducting first- and second-year seminars and workshops with beginning teachers.

Utilization of Information About Graduates

Institutions reported that they use information provided by graduates to make program changes, including changes in requirements, course sequencing, and the introduction of new courses.

Perceived Obstacles to Attracting Quality Students to the Teaching Profession

In general, institutions identified the prestige of the profession relative to other professions as a primary obstacle to attracting high ability students to teacher preparation programs (e.g., salaries, perceived image, working conditions, and support structures). Few of the perceived obstacles were reported as being in the direct control of the institution (e.g., size of program, cost of tuition, scheduling classes, etc.). Other factors included the lack of role models, size of the minority student pool, and internal growth of the institution being out of control.

Perceived Solutions to the Obstacles of Attracting Quality Students to the Teaching Profession

In most cases, the institutions identified more obstacles than solutions. The solutions suggested, however, can be grouped into five categories: financial incentives; school environment; entrance requirements; prestige/image of the profession; and other initiatives.

Suggested financial incentives included increased salaries for teachers, loan forgiveness programs, expanded scholarship programs, tuition reductions for teacher candidates, guaranteed job placement, and vouchers to cover the cost of required tests and other examinations. Solutions proposed to address issues related to the teachers' work or school environment included giving teachers more control over the classroom and school and the school leadership being more supportive of its teachers. Proposed solutions for attracting quality students which relate to entrance requirements included more flexible admissions criteria and the assessment of students nonacademic qualities.

Solutions for enhancing the prestige and image of the profession, cited by the institutions as well as Ms. Hankins and Mr. Preis (the two Missouri Teachers of the Year who spoke to the Task Force), included enhancement of the image of teachers through communications and print and broadcast media campaigns (equal to advertisements promoting nursing as a profession); and working with local citizens and informing them of the importance of teachers for the education of their youth and for the contributions teachers make to the community. In particular, citizens need information about the challenges teachers face and how difficult it is to be a good teacher. The lay public needs to know that teaching is not a profession that can be practiced by just anyone.

Other solutions proposed by the institutions to attract students of high ability to the teaching profession included expanding recruitment efforts among Missouri's community colleges and looking to other professions (medicine, law, etc.) for lessons on attracting students of high ability into teaching.

Appendix D

Materials Reviewed by the CBHE

Task Force on the Recruitment of Missouri's Future Teachers

Materials Prepared and Provided by the Coordinating Board for Higher Education Staff

1. *Survey of Teacher Education in the State of Missouri: Findings.* October 1990.
2. "Status Report: Science and Mathematics Teacher Education," October 1990.
3. "Educational Conference Meeting: Summary of Selected Issues," October 1990.
4. "National Perspective on Selected Issues," October 1990.
5. "Summary of 1990 Gallup Poll," October 1990.
6. *Profile of Missouri Teachers and Teacher Education Programs.* September 1990.
7. *Challenges and Opportunities: Minorities in Missouri Higher Education.* November 1988.

Materials Prepared and Provided by Missouri Department of Elementary and Secondary Education Staff

8. "1988-89 Dropout/Persistence to Graduation Data by Public School Districts."
9. "Student Dropout Rate of Completion on the GED."
10. "Public School Enrollment Totals by Sex, 1987 through 1990."
11. "ACT Scores for College-Bound Missouri Students."
12. "Headcount of Public School Personnel by Sex."
13. "Relative Average Salaries of Teachers Compared to Average Salaries of Other Professions."
14. "Exemplary Teacher Education Programs."

15. "Alternative Plans for Entry into Teacher Education Programs."

16. "College Basic Academic Subjects Examinations (C-BASE)."

17. "Applications Forms and Certification Standards/Requirements."

18. "Teacher Certification Brochure."

19. "Education Update."

Other Material

20. Videotape on "America's Toughest Assignment: Solving the Education Crisis." Special CBS broadcast originally aired on September 6, 1990.

21. Task Force on Teaching as a Profession, *A Nation Prepared: Teachers for the 21st Century*, Carnegie Forum on Education and the Economy, New York, 1986.